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## The Effect of Quiz- Quiz Trade Strategy on EFL Intermediate School Students' Intensive Reading

**A B S T R A C T**

The current study aims at finding out the effect of using Quiz -Quiz trade strategy on EFL Iraqi intermediate school students' achievement in intensive reading, through: assessing the average level of the intermediate school students' achievement in intensive reading and finding out whether there is any significant difference between the achievement of the experimental group and that of the control group in the posttest. The current population consists of 687 students from first intermediate schools in Tikrit City, with a sample of 62 randomly selected from Al-Khulud Intermediate School during the academic year 2024-2025. The participants are divided into two groups: Group (A), The experimental group, which includes 31 students, taught using Quiz- Quiz Trade strategy, while Group (B), the control group comprises 31 students instructed through the conventional method. To ensure comparability both groups have been equalized in their age, the parents educational attainment and their scores in the posttest. The data collected are analyzed statistically using the T-test for independent and paired samples. The findings show that Quiz – Quiz Trade strategy positively influences the experimental group's English learning outcomes compared to the control group. The study end's up with some conclusions and recommendations.

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أثر استراتيجية تبادل الاختبارات القصيرة على القراءة المكثفة لطالبات المرحلة المتوسطة دراسات اللغة

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الخلاصة:

تهدف الدراسة الحالية إلى معرفة أثر استخدام استراتيجيات تبادل الاختبارات القصيرة على تحصيل طالبات المرحلة المتوسطة العراقية الناطقين باللغة الإنجليزية لغة أجنبية في القراءة المكثفة ، من خلال : تقييم متوسط مستوى تحصيل طلاب المرحلة المتوسطة في القراءة المكثفة ، ومعرفة ما إذا كان هناك أي فرق ذي دلالة إحصائية بين تحصيل المجموعة التجريبية والمجموعة الضابطة في الاختبار البعدي. يتكون مجتمع الدراسة الحالي من ٦٨٧ طالبا من مدارس الصف الأول متوسط في مدينة تكريت ، مع عينة من ٦٢ طالبة تم اختيارهم عشوائيا من مدرسة الخلود المتوسطة خلال العام الدراسي ٢٠٢٤-٢٠٢٥. قسم المشاركون إلى مجموعتين: المجموعة (أ)، المجموعة التجريبية، وتضم ٣١ طالبا تم تدريسهم باستخدام استراتيجيات تبادل الاختبارات القصيرة، بينما المجموعة (ب)، المجموعة الضابطة، وتضم ٣١ طالبا تم تدريسهم بالطريقة التقليدية. ولضمان إمكانية المقارنة، تم مساواة المجموعتين في العمر والتحصيل التعليمي للوالدين ودرجاتهما في الاختبار البعدي. تم تحليل البيانات التي تم جمعها إحصائيا باستخدام اختبار T للعينات المستقلة والمزدوجة. تظهر النتائج أن استراتيجيات تبادل الاختبارات القصيرة تؤثر بشكل إيجابي على نتائج تعلم اللغة الإنجليزية للمجموعة التجريبية مقارنة بالمجموعة الضابطة. وتنتهي الدراسة ببعض الاستنتاجات والتوصيات والاقتراحات لمزيد من الدراسات.

الكلمات المفتاحية : استراتيجيات تبادل الاختبارات القصيرة القراءة المكثفة ، الطلاب الأجانب الناطقون باللغة الانجليزية .

## 1. Introduction

Nowadays, English language plays an important role worldwide given that it is the most common used language in commercial, scientific, technological and communication fields. So, developing English language skills is considered as an important factor for keeping the generations connected with the outside world. Thus, students and learners should be able to master reading, listening, speaking, and writing skills (Mubarokah, 2016).

Intensive reading is the ability of perceiving a written text in order to understand its contents. The main concept in reading skill is comprehension. It is greatly valued by students and teachers alike since it increases the process of language acquisition and helps students to read for different purposes. The most successful readers are those who use cognitive strategies to comprehend the text better (Behjat, Bagheri& Yamini, 2012). Most students, especially English foreign unified students (In short, EFL) find difficulties in learning the skills required for

effective reading (Barrionuevo & Pico, 2006). These difficulties include finding the main idea in the text, inference in the text, specific information in the text, and understanding. The unfamiliar English vocabulary or content terms used in the text is one reason of these difficulties. Most students have reading difficulties because they have insufficient knowledge of vocabulary. Knowledge of vocabulary is very important for helping students to understand the various textbook reading tasks containing diverse concepts and technical vocabulary (Kinzer & Leu, 1995). Suwantharithip (2011) states that students are required to summarize a reading passage but many of them fail in doing so. They often copy sentences from a reading passage instead of using their own sentences. In addition, some students are not able to comprehend main ideas of reading passages; hence, they produce incorrect summaries.

The present study aims at: 1-Assessing the average level of the intermediate school students' achievement in intensive reading. 2-Finding out whether there is any significant difference between the achievement of the experimental group and that of the control group in the posttest. These aims are supposed to be achieved through verifying the following hypotheses: 1. There is no a statistically significant difference between the average level of the students' achievement and theoretical level of achievement in the posttest in intensive reading. 2. There is no statistically significant difference between the mean score of the experimental group which is taught by using Quiz- Quiz Trade strategy and control group which is taught by conventional strategy in the post achievement test. This study is limited to: 1-The use of Quiz-Quiz Trade strategy – Creativity level on Students intensive reading.2-The prescribed textbook English for Iraq “students’ book and Activity book”. 3- Iraqi EFL intermediate school students in Al- Khulud school for girls. 4- During the first course, academic year 2024-2025.

## **2. Concept of Quiz-Quiz Trade Strategy**

According to Kagan (2009) , Quiz-Quiz Trade is a learning strategy that involves students in pairs, where students are given time to ask each other questions and answer quizzes on cards that have been prepared, then switch again to repeat the activity with a new partner. This strategy focuses on structured interaction between students with the aim of obtaining information and knowledge with enjoy games by using cards. Quiz-quiz Trade is a great way to master content

knowledge. With this strategy can be one of alternative for attract students to learn and become a positive energy in the classroom.

Quiz-Quiz Trade is an activity that gets students moving as they actively participate in their learning. But, not only that, they also can interact with each other. The students take turns reading questions by card and answering said questions. This strategy also helps students review key information and practice problem solving quickly and efficiently.

## **2.1 Steps of Quiz-Quiz Trade Strategy**

Setyoningsih (2023) states that before applying the Quiz-Quiz Trade Strategy, the teacher has to explain the material related to the cards to be used in this strategy. The Quiz-Quiz Trade Strategy can be applied in class as follow:

- a. The teacher prepares the card to be used. Then the teacher shares it with the students. The card folded two sides. One side contains questions and the other answer. Cards are distinguished by color, and then students are instructed to pair up with friends who have the same color card.
- b. Students stand up and raise their hands to find a partner that matches the color of the card they have. After finding their partner, they give each other a high five as they pair up.
- c. One of the students become Partner A, and the other student become Partner B. Partner A asks Partner B the question on his/her card. Partner B answer the question from Partner A.
- d. Partner A opens the card to show the correct answer. If Partner B answered correctly, Partner A praises their Partner, such as “Excellent work!” or “Good Job”. But if Partner B answered incorrectly, Partner A should help by giving a clue or coaches Partner B.
- e. Switch roles: After that, Partner switches roles. Partner B now asks the question on his/her card, Partner A answer the question and offers praise or coaches Partner A.

## **2.2 The Role of the Teacher and Student in using Quiz- Quiz Trade Strategy**

Fuller (2019) explains the role of the student and the teacher in using Quiz-Quiz Trade strategy as follows:

- 1- The teacher tells the students to stand behind their desk.
- 2- The teacher gives each student a place value card.
- 3- he teacher tells the students they can use the place value charts to answer the questions on the cards.
- 4- The teacher gives directions and goes over the rules of the game. I tell my students that although we are having fun, it is a learning activity and they should be sure to quiz different students.
- 5- The teacher says Quiz-Quiz-Trade to start the game.
- 6- Students raise one hand in the air.
- 7- Students travel the room to find another student with his/her hand raised.
- 8- Both students lower their hands and take turns quizzing each other.
- 9- Students read the number and answer questions about the place of each digit in the number

### **2.3 Intensive Reading**

Brown (2000), states that intensive reading is a classroom-oriented activity in which students should pay more attention to grammatical forms, discourse markers, and other structural details to achieve the goal of understanding literal meaning, implications, rhetorical relationships, and the like. Despite the monotonous activity in class, intensive reading is considered the most important course in English major . Intensive reading is proved to contribute to developing Scanning means looking through a text for specific items of information such as a date, a number or a place. It is also used when reading the newspaper to find, for example, what time a TV programme is on, or when looking up a telephone number in the telephone directory. It refers to a quick overview of a passage.

### **2.4 The Roles of the Teacher in Intensive Reading**

In intensive reading, teacher is very important. The teacher has a big role in applying intensive reading. Harmer (2006) shows four roles of teacher in intensive

reading. These roles are necessary to follow when asking students to read intensively, they are:

#### **2.4.1 Organizer**

The teacher needs to inform the students exactly aims of their reading, and provide them clear instruction about how to achieve it, and how long they to do this.

#### **2.4.2 Observer**

The teacher requests students to read on their own and let them space to do so. It implies that the teacher have to hold back herself from disturbing that reading, even though there is a desire to add information or instruction.

#### **2.4.3 Feedback organizer**

The teacher may provide feedback to students when they have completed the task to check if they have completed the task successfully or not. The feedback may begin by having them compare their answers with the right answer that will be mentioned by the teacher later on and it can be done in pair or in the group. The teacher should keep in mind to ask students to say where in the text they found the information for their answers. It will help them in the future to study the detail and if they find the similar text (Harmer ,2006).

#### **2.4.5 Prompter**

The teacher can prompt students to pay attention about the language feature in the text, the teacher may also, as controllers, guide them to particular features of text structure, explaining ambiguities, and raising awareness of issue of text that they never meet before (Harmer ,2006).

### **2.5 The Steps of Intensive Reading**

Widodo (2009) visualize that intensive reading employs three stages of activity, pre-reading, while- reading, and post- reading.

### **2.5.1 Pre-Reading**

Students are directed to activate their background knowledge related to the reading topic. Pre- reading allows the reader to activate background knowledge, preview the text, and develop a purpose for reading. A strategy for students to utilize during this stage is to look at the title of the selection and list all the information that comes to mind about the title (Grell,2023).

### **2.5.2 While- Reading**

Silent reading may be implemented in the while-reading stage to identify the specific details and comprehend the general information of the text. While- reading occurs during reading, when the reader makes predictions as they read and then confirms or revises the predictions. For example, a double-entry journal enables the reader to write the text from the reading on one side and their personal reaction on the other side (Sandhu,2023).

### **2.5.3 Post-Reading**

Students can do follow-up activities such as answering the comprehension questions or writing the text summary. post-reading occurs after reading and allows the reader to retell the story, discuss the elements of a story, answer questions, and/or compare it to another text. For example, students can create summaries, where they take a huge selection and reduce it to its main points for more concise understanding (Widodo, 2009).

## **3.0 Procedures**

The researcher describes the processes that employed to attain the aims of the study, including the experiment design, the study's population and sample, and equalization between the students of the experimental and control groups. The instrument that is utilized in this investigation and how it is used. Finally, the statistical methods that is utilized to evaluate the data and the outcomes.

### 3.1 Population and Sampling of the Study

The population of the students consists of the Iraqi first intermediate students at the Al -Maysaloun secondary school, Omar Bin Jandoubs ,Hassan Al-Sumaidie, Gamal Al- Dabban, Ebin Al-Mútam, Al-byan, Al Mawa , Al- Aqeedah and Al- Khulud secondary schools. The total number of the first intermediate students of those nine schools is 687 distributed among the eight schools. A sample is a small part of total population taken as representative of all population (Malekly et al., 2010). Al-Khulud intermediated school for girls has been randomly selected to represent the sample of the current study. The total number of the first intermediate students at Al- Khulud school is 89. The students are grouped into three sections: (A), (B) and (C). Each of section (A) and (B) include 31 students, while section (C) consists of twenty-Seven. Section (A) has been randomly chosen as experimental group, while section (B) has been selected to be the control group. For the purpose of the pilot study, twenty students from Section (C) have been selected, as shown in Table (1) .

**Table (1)**

*The Population and Sampling of the Study*

No.	Name of Sample	No. of Population	No. of Sample	of NO. of Pilot Study
1.	Al- Maysaloun	81		
2.	Omar Bin Jandoub	73		
3.	Hassan Al- Sumaidaie	65		
4.	Gamal Al- Dabban	70		
5.	Ebin Al- Mútam	82		
6.	Al- Mawa	79		
7.	Al- Aqeedah	73		
8.	Al-Bayan	75		
9.	Al- Khulud	89	62	20
	Total	687		

### **3.2 Face Validity**

Face validity refers to the degree to which a test appears to measure what it claims to measure (Leedy & Ormrod, 2004). In order to ensure the face validity of the constructed posttest, it has been submitted to a jury of specification in the field of methodology and linguistics to give their opinions about the suitability of the test items and suggest any modifications they find necessary. They all agree that the test items are suitable to the level of the involved students.

### **3.3 Content Validity**

Content Validity refers to the degree to which a measurement accurately represents the particular intended domain of the content (Boehm, 2008). For achieving content validity, a measure must sufficiently sample both the topics and the cognitive process involved in the content universe under consideration (Ary et al., 2010). The content validity of the achievement posttest has been achieved by constructing the table of specification based on Bloom's Taxonomy of Cognitive Objectives which ensure Content analysis.

### **3.4 Reliability of the Test**

Reliability can be defined as the degree of consistency between two measures of the same test (Harrison, 1983). Crocker and Algina (1986) indicate that the internal consistency of the test scores is the overall degree to which one can expect the constant deviation scores of individuals across testing situation with the same testing instrument. There are several ways of measuring the reliability of the test, i.e test-retest, equivalence of forms, and internal consistency. The method used for estimating the reliability of the test for the present study is split-half method.

### **3.5 Construction of the Achievement Posttest**

The students in both groups are post-tested at the end of the experiment to the same achievement posttest. The overall exam is conducted by the researcher in Al- Khulud intermediate school, in a comfortable environment, using the identical

testing process. The posttest has been created based on the instructional materials. Content and behavioral objectives. There are five questions on the posttest:

-The first question is divided into two branches A and B, in branch (A) there is a reading passage follow by (5 items). The total score of the question is (10 Marks) for each item (2Marks). (B) Choose the correct answers instead of the word underlying (10 Marks) it includes (5 items) for each item (2 Marks).

-The second question, in second question there is reading passage follow by (4 items). The total score of the question is (20 Marks) for each item (5 marks).

-The third question, Read and put the words in the correct order to make sentence (20 Marks) it includes (5 items) for each item (4 Marks).

-The fourth question is divided into two branches A and B, in branch (A) there is reading passage follow by (5 items). The total sore of the question (10 Marks) for each item (2 marks). Section (B) is about composition writing under the title (Holiday) (10 Marks).

- The fifth question is also divided into two branches A and B, branch (A) Read and completes the definition with the suitable word (10 Marks). Section (B) Answer the following question using information from your textbook (10 Marks) it includes (5 items) for each item (2 Marks).

### **3.6 Item Analysis**

Item analysis is a process which examines the examinee's responses to individual test item (questions) in order to assess the characteristics of those items and of the test as a whole. Item analysis is especially valuable in improving items which will be used again in later tests, but it can also be used to eliminate ambiguous or misleading items in a single test administration. He considers item analysis as statistical procedure to analyze test items that combines methods used to evaluate the important characteristic of test items French (2001) .Item analysis is the process of examining the answers of test takers in order to determine the difficulty level and discriminating power of each given test.

#### **3.6.1 Discrimination Power**

Discrimination power means " calculating the degree to which a particular item's results correspond with the results of the entire test' (Alderson, 1995). This

means that an object is deemed to have weak power of discrimination if it is correctly scored by high-skilled students as well as low-skilled students. Item discrimination refers to the degree to which an object makes a difference between good and poor testers. An object has good power of discrimination if it collects the right answers from the good students and the wrong answers from the bad students. It is worth noting that the high power of discrimination will be close to 1.0, and no power of discrimination will be nil at all (Brown, 2010). The results obtained indicate that the test item DP ranges from (0.31) - (0.8). The table below shows the test items in DP and DL.

### 3.6.2 Difficulty Level of the Posttest

According to Nitko (1983), the item difficulty is 66 fractions of the persons taking an item who answer it correctly. "He states that "the index of difficulty "(of facility value) of an item simply shows how easy or difficult the particular item provides in the test. The index of difficulty (facility value) is generally expressed as the fraction (percentage) of the students who answered the item correctly". For a given number of tests, item difficulty refers to the degree to which an item appears to be complicated or facilitated. It simply indicates the percentage of students who correctly reply to the object. The most appropriate test item will have a difficulty level of (0.15) to (0.85), (Brown, 2010:7) It was found the DL of the current test items ranges from (0.27) to (0.85).

## 4.0 ANALYSIS OF DATA AND DISCUSSION OF RESULTS

### 4.1 Comparison between the Average level of the Student's Achievement and the Theoretical level of Achievement in the posttest in Intensive reading

To analyze the data related to the first hypothesis, the one sample test has been used. Statistics show that the students mean scores is 74.96 higher than the theoretical mean 50 with a standard deviation of 16.13 degrees. Comparing with the tabulated t-value which is 1.70, the calculated t-value 8.61 is higher than the tabulated t-value with, a degree of freedom 30 at a level of significance 0.05. This means, that the Intermediate school students which have been taught by *using Quiz-*

*Quiz Trade strategy* achieve a good level in intensive reading. So, the first hypothesis is rejected. (See Table 2).

**Table 2 Means, Standard Deviation, and t-Values of the Experimental Groups in the Posttest Achievement Test**

N.	Mean Score	SD.	Theoretical Mean Scores	T-Value		DF	Level of Sig.
				Calculate	Tabulated		
31	74.96	16.13	50	8.61	1.70	30	0.05

#### 4.2 Comparison between the Mean Score the Experimental group and that of the Control group in the Posttest

To analyze the data related to the second hypothesis. The independent sample test has been used. Statistics point out that the mean scores of the experimental group are 74.96 and standard deviation is 16.14. While the mean scores of the control group is 61.25 and the standard deviation is 25.92. The calculated t-value 2.50 is higher than the tabulated t-value 2.00 with a degree of freedom 60 at a level of significance (0.05). Observing the values of T-calculated above, it is found that the calculated T-value 2.50 is much greater than the tabulated T-value of the field 2.00, and from this it can be concluded that there is statistically significant differences between the mean scores of the control group, who is taught according to the conventional method and the mean scores of the experimental group, who is taught by using *Quiz- Quiz Trade strategy*, for the benefit of experimental group. So, the second hypothesis is rejected. (See Table 3).

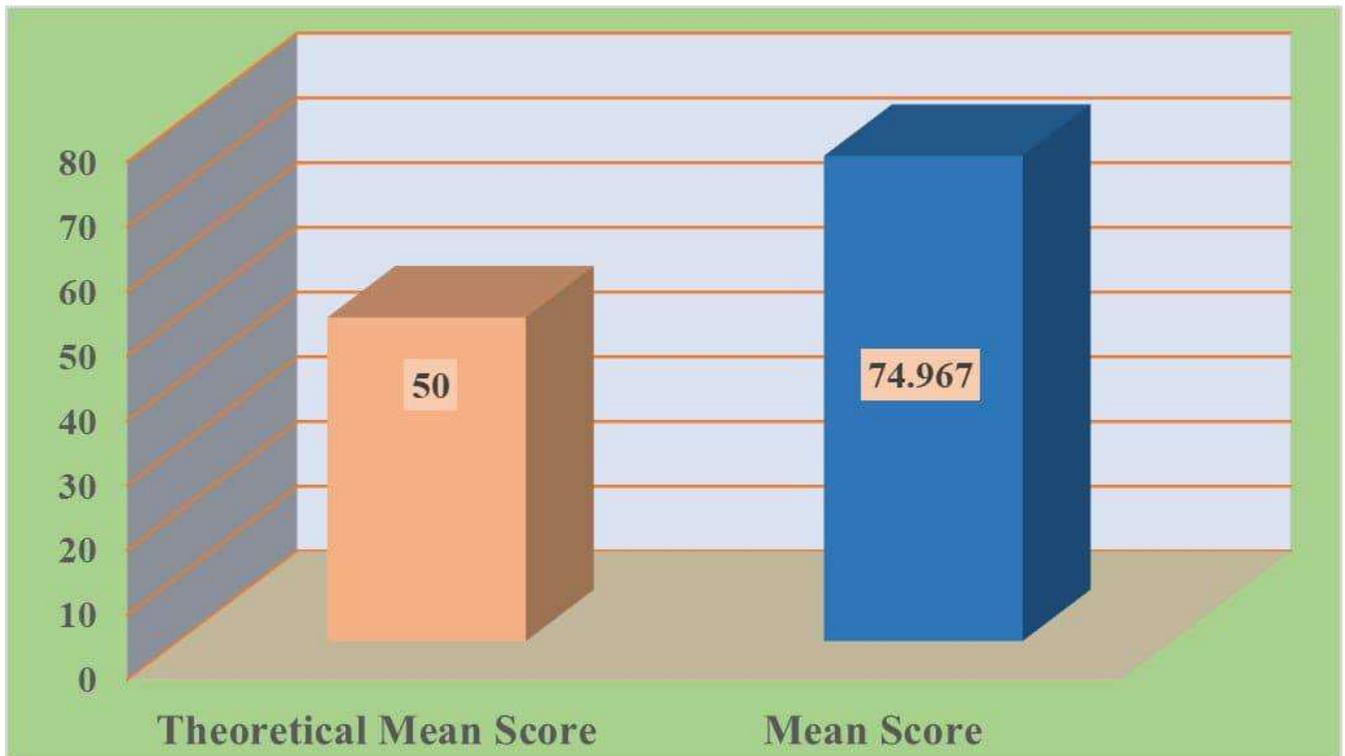
**Table 3 Means, Standard Deviation, and t-Values of the Two Groups in the Achievement Posttest**

Group	N.	Mean	S.D.	T-Value		DF	Level of Sig.
				Calculated	Tabulated		
Experimental	31	74.96	16.14	2.50	2.00	60	0.05
Control	31	61.25	25.92				

### 4.3 Discussion of Obtained Results

The results from the independent samples t-test provide significant insights into the achievement levels of intermediate school students in intensive reading, particularly those taught by using the Quiz-Quiz Trade strategy. The mean score of 74.967, which is markedly higher than the theoretical mean of 50 as show in figure 1, suggests that the instructional strategy employed has been effective in enhancing student’s intensive reading abilities. The calculated t-value of 8.61 is substantially greater than the tabulated t-value of 1.70. This strong statistical significance indicates that the observed difference in achievement levels is unlikely to have occurred by chance. Therefore, we can confidently reject the null hypothesis, which states that there is no significant difference between the students' actual achievement and the expected theoretical achievement.

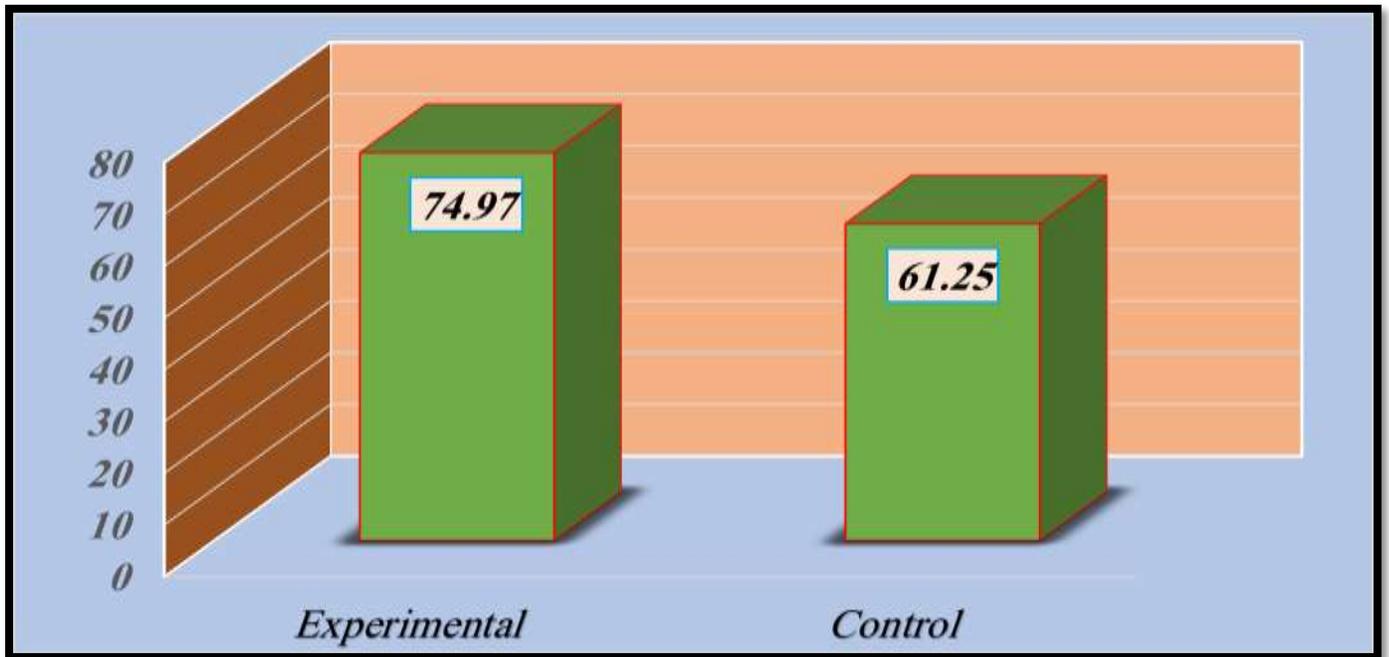
**Figure 1** Mean score and the Theoretical Mean of the Experimental Groups in the Achievement Posttest



The analysis of the second hypothesis reveals significant insights into the effectiveness of the Quiz-Quiz Trade strategy compared to conventional teaching methods. The findings indicate that the experimental group, which utilized the

Quiz-Quiz Trade strategy, achieved a mean score of 74.97. In contrast, the control group, which was taught using traditional methods, had a mean score of 61.25 as show in figure2. The independent samples t-test results demonstrate a calculated t-value of 2.50, which surpasses the critical t-value of 2.00. This, suggests a statistically significant difference between the two groups' mean scores. The implication of this result is that the Quiz-Quiz Trade strategy positively influences the students' achievement, leading to higher scores in the posttest.

The substantial difference in mean scores highlights the potential benefits of interactive teaching strategies such as Quiz-Quiz Trade strategy. This strategy appears to foster engagement and active participation among students, which are crucial factors in enhancing learning outcomes.



**Figure 2** Mean scores of the of the Two Group's at the Post Achievement

## 5.1 Conclusions

The following conclusions can be formed based on the findings of this research:

1-The researcher can conclude that using Quiz-Quiz Trade strategy had a positive and significant influence on intensive reading.

2-The achievement of the students in the experimental group is better than the students of the control group, this indicates that those students are positively responded to the suggested strategy and that Quiz-Quiz Trade strategy is a cooperative learning strategy that allows students to assess the knowledge of their classmates in an engaging quiz-game format, with the aim of obtaining information and knowledge with enjoy games by using cards.

3-The use of Quiz- Quiz Trade strategy in the class is useful to improve the social interaction among students, since the students can share information, participate and answer the questions freely.

4-The subjects of the experimental group of the current study which have dealt positively with the Quiz- Quiz Trade strategy include, showing high interest, interactive and motivation.

5-Quiz- Quiz Trade strategy give confidence to the students because it let them work with each other in pairs. Therefore, it instils in them the spirit of cooperation.

## 5.2 Recommendations

Based on the above conclusions, it is recommended:

- For the teachers

1- Ensure the quiz cards are aligned with the reading material and focus on key vocabulary, comprehension questions, and discussion points.

2- During the trading phase, walk around the classroom to ensure that students are actively engaging with the quiz cards and not just trading aimlessly.

3- Before starting the activity, explain the purpose of QQT, how students should create their quiz cards, and how the trading process works.

4- Encourage students to create questions that range from simple recall to higher-order thinking questions, such as inferential or analytical questions about the reading material.

- 5- After the QQT activity, organize a class discussion to clarify any misunderstandings, answer lingering questions, and consolidate key concepts from the reading.
- 6- Incorporate QQT as a routine activity in your lessons to reinforce learning over time and keep students motivated.
  - For the student
    - 1- When creating quiz cards, aim to understand the material thoroughly rather than just writing down easy questions. This will help improve your reading comprehension and retention.
    - 2- When engaging in the quiz trade, don't just focus on answering questions quickly-take time to discuss the answers with your peers, as this will enhance your understanding.
    - 3- Use QQT not just for new material but also to review previously studied content, reinforcing vocabulary and concepts.
    - 4- Work together with classmates to improve your answers, share different interpretations, and learn from each other's strengths.
    - 5- Try to develop interesting, thought-provoking questions that challenge both you and your peers. This helps develop critical thinking and deepens your understanding of the text.

### **5.3 Suggestions**

The following topics for further research are suggested based on the findings of this study:

1. The Impact of Quiz- Quiz Trade Strategy on EFL Intermediate school students.
2. The Effectiveness of Quiz – Quiz Trade Strategy and Reading Comprehension.
3. The Relationship between Quiz- Quiz Trade Strategy and Learning Approaches in English Reading Skill on English Foreign Language Students.
4. The Role of Using Quiz- Quiz Trade Strategy in Learning New Vocabulary.

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